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## SCHOOL MATTERS

**Meeting at High School Last Night.**

**PROF. SCOTT AND NEWSPAPERS**

**Able Addresses by People Who Teach the Young.**

Prof. Hosmer and Inspector General Townsend Tell of Duties of the Teachers.

President John F. Scott presided at the meeting of the Honolulu Teachers' Association, held in the High School building, Emma street, last evening. More than a hundred teachers and others were present. At 8 o'clock Mr. H. S. Townsend, Inspector General of Schools, was introduced to the audience, during his remarks he said:

Ladies and Gentlemen:—It has been said in one of the local papers that the purpose of this meeting is to entertain the public. Now, so far as the public is present, I sincerely hope it will be entertained, but I am not here for the purpose of entertaining. I am here to talk business, and you are here for business, I take it. It gives me great pleasure to meet with you, as you are gathered together for the purpose of completing your organization for the purpose of pursuing your courses of study in education. And I congratulate you upon your work, from which so much of pleasure and profit is to be derived.

The difficulties which the teacher has to meet in this land are greater than those met with by the teacher of any other land in Christendom. This results from the fact that the work of the teacher is more than merely conveying a certain amount of information; it is the development of moral character. It is the business of the teacher to contribute his part towards realizing all the latest possibilities locked up in the personalities of his pupils. But the school is only one factor in the product of character. Environment, society, and the home all exert their influences. But in this land the school can expect little help from any of these sources. In our land we have an abnormal percentage of the lower elements in society. This is against the development of high and strong moral character. And the home is not a strong coadjutor in the work of bringing out all the potential good in children.

Yet difficult as the work is, it is not less glorious. We are to build up a noble civilization here in the Pacific, where the East and the West meet. And this gives dignity and responsibility to the teacher. What or who can take his place? To meet and discharge the duties devolved upon us we need enthusiasm. And what will so increase our enthusiasm as contact with one another, and the discussion of these subjects? We need lofty ideals. Yet how easy is it for us to fall into the notion, as we are dealing with percentage or fractions, that it is our chief duty to convey a certain amount of information on these topics! How easy it is for us to fall into the way of teaching arithmetic and geography, and drawing, instead of teaching children! We need deeper devotion. And "as iron sharpeneth iron," we need insight. In this we must get our chief results from careful, hard study. But is it not better to trust to experience for insight into our peculiar problems? If it were a question of how to convey a certain amount of information this plan would not be wholly bad. But as the development of moral character is our aim, how long will it take to try a single experiment? And how many experiments will it take to establish the truths concerning these problems? What of the material used in unsuccessful experiments? No, we cannot afford to trust to experience alone. Let us get all the light we can from our own experience, and the experience of our neighbors. But let us not shut our eyes to the light of history—especially the history of philosophy and pedagogy. I need do no more than name psychology, as all agree that it is of vital importance. Let us not shut our eyes to the light offered by sociology, ethics or philosophy. From all of these methodology derives certain laws, which it arranges into systems of instruction and discipline.

Fifty-three years ago the Legislature of the State of New York investigated the then novel claim that teachers ought to be taught to teach. They sent a committee to Massachusetts to investigate the matter, where the experiment was in progress. They reported favorably, and an appropriation of \$10,000 was voted to establish the normal school at Albany. Upon the recommendation of Horace Mann, David Perkins Page was chosen principal. He left Newburyport with the parting injunction from Horace Mann: "Succeed or die." He succeeded. He met all opponents of the new plan on the platform, and in the public prints. And a little more than three years later he died. But just 50 years ago he had written a book, "Theory and Practice of Teaching." The first edition of this book dragged along into the 70's. Today, amidst the hundreds of works on the subject of education, four different firms are pushing as many different editions of this work.

Probably no man in England is exerting a greater influence upon primary education than Inspector T. G. Roope. And his little book of 50 pages entitled "A Pot of Green Feathers," and later, "Appreciation," is the plainest and simplest statement I know of one of the most practically important doctrines of psychology. It furnishes the key to some of our most difficult problems. Before leaving you I wish to express the hope that in taking up other work you will not neglect these two little volumes. Both are gems. About 150 of the teachers in the out districts are taking up this course. Next summer, when we meet together, it will be pleasant and profitable to have thus much in common with one another and with the teachers from the other districts.

The next speaker was Miss Duncan. She dealt with methods. She defined her remarks to the practical work in the school, the needs of Hawaiian children and foreign children in native schools. The word educate means to "draw out," but with the Hawaiian child, we find little or nothing to draw until we have first put something in. The burden with him is to teach him to think, how to think and how to express his thoughts. Page's "Theory and Practice of Teaching" was recommended as a valuable guide in this instruction. The speaker also indorsed vertical writing as an immediate need.

Professor Edgar Wood was the next speaker. His subject was "Nature Study," and he said:

In response to the request of your committee for the outline of a course of lessons in nature study I have the pleasure to submit the following:

"1. The study, by simple experiments, of some of the phenomena that are daily taking place about us. This would include the study of matter in its three forms—solid, liquid and gaseous—and forces controlling matter.

"2. The relation of life (plant) to the air about us and how the plant furnishes food, clothing and fuel, and purifies the air. The life history of the plant from seed to seed. It must be remembered that the primary object of nature study is not that the child may get a knowledge of plants and animals or of inanimate nature, but that his interest in nature may be aroused and that he may be trained to observe, compare and express. The study of language does, or should, form a large part of our school curriculum. In the study of language we aim to enable the pupil to speak and write the language correctly and fluently.

Prof. M. M. Scott vied with the band across the street for attention to his very interesting remarks on the subject of "English." "Most of history," he observed, "we get in books; and first hands is always a good place to get things from." The speaker was impressed with the good fortune of being raised by mothers who spoke English rather than Chinese or Japanese. The work of a young Japanese to master the characters and words of his language would be more than complete the usual English course, from the primary instruction through the university. This condition was an impediment to the Japanese. They know it. Yet they master it, and English, German or some other language besides.

There is a great tendency to draw English. Newspapers, even editorial writings, are imperfect in the language; while many of the advertisements "are nauseous to a Christian." Children get this class of literature and grow to use it.

The editor of the Popular Science Monthly recently wrote that, even with the increasing volume of literature and the improvements constantly being made in the school systems, there was a growing illiteracy in the United States. Fathers went at things directly. There was an alarming tendency to degrade the language. The speaker thought it would be an improvement to teach English properly in the schools. The worst sin was the use of wrong words. Get the correct word to express a thing. The bad coin of English invariably drove the good coin out. Character can better be built up by good language. "Something can be done by teachers to loose the fluency of speech and promote good language."

Professor Hosmer of Oahu College spoke of "Education" as follows:

Mr. President, Ladies and Gentlemen:—It is pleasant to see the interest in the cause of education as is indicated by your presence here this night.

The question, what is the best education is an old one, but it is always new, and of living interest to each new

## LETTERS GENUINE

**Senators Wrote Them as Published Yesterday.**

**NAMES ONLY WERE OMITTED**

**Rev. S. E. Bishop Vouches for Their Genuineness.**

Why They Were Published in Unfinished State—Might Have Had Weight if Printed in Full.

The letters published in this paper yesterday morning as coming to a Honolulu citizen, seemed to have stirred up a hornet's nest, and a number of people shouted: "Fake," directly they had read them. The manner in which they appeared in the paper, without address or signature, was suggestive of something that "smells high unto heaven," and they did not have a very weighty effect upon the community for that reason. But there were restrictions placed upon the Advertiser reporter by the man who received the letters from the Senators, and although they were published in the exact way in which he requested, he saw fit to write an anonymous letter to the editor of the Advertiser, charging gross inaccuracies and a breach of faith on the part of the reporter.

It seems that a remark had been made on the street that such letters had been received here; the reporter traced it up and found the man who had the letters. His statement was to the effect that he had sent a circular letter to 58 members of the United States Senate and one to President-elect McKinley, or his private secretary, and has received 22 answers. Some were favorable to annexation, one or two were opposed to it, several were non committal and others "refused to be interviewed." After several conversations with the owner of the letters, he agreed to have three or four published in the Advertiser yesterday morning, provided the scheme met with the approval of a gentleman high in the esteem of the people who had read them. That gentleman was seen and outlined the plan on which the letters were published yesterday. There was no breach of faith, there was no guessing; if the reporter made a mistake it was in crediting a letter written by an eastern man to one who lived in the west, a mistake that was immaterial for the sentiments expressed were the same.

Following is the letter from the man who received the letters:

MR. EDITOR:—Extracts from the letters of several United States Senators were submitted to your paper by me after a week of urging on your part.

I absolutely refused to allow the names of any to be used, although the reporter read all the letters.

The subsequent attempt on his part to name the author of each as it appeared in this morning's paper would be interesting for comparison with the letters.

Twenty-two letters in all have been received by me, the 11 quoted as favorable to annexation, and the 11 others referred to.

Several are, to the best of my knowledge, new advocates of our cause.

Yours truly,  
THE PERSON WHO RECEIVED THE LETTERS.  
Honolulu, February 1, 1897.

Rev. S. E. Bishop is one of the men who heard that the letters published were fakes gotten up in this office and to set the matter right he volunteered the following:

MR. EDITOR:—Learning that doubts have been expressed on the street as to the genuineness of the letters published this morning in your paper as having been received from United States Senators on the subject of the annexation of Hawaii, it gives me

pleasure to state that I have examined the originals of the letters printed, as well as many more from other Senators; also, the envelopes and postmarks, and that there is no possible doubt of their genuineness.  
S. E. BISHOP.  
Honolulu, February 1, 1897.

Take it all in all there was really no cause for alarm on the part of anyone. That the letters are genuine there can be no question and if the Advertiser had been allowed to publish the names of the writers there would not have been a suspicion that they were not all right.

Some day, perhaps, the letters may be published verbatim in pamphlet form, then the public will learn by comparison how much of the published article was true. There was no reason why they should have been denied publicity yesterday, for as a rule, Senators do not write "strictly confidential" letters to utter strangers.

**Smallpox in Japan.**  
Yokohama, Jan. 20.—Cases of smallpox in Yokohama are increasing in number.

## POLICE SHOOT ENDED.

**Lieut. Chamberlain Winner of the Medal by 9 Points.**

The police shoot is at an end and Lieut. Chamberlain stands winner of the medal by 9 points. Pinehaka shot his 30 rounds yesterday and made only 112 points. Captain Fernandes scored 42 in his 10 rounds. Following are the scores made by Chamberlain and Pinehaka for the three months:

CHAMBERLAIN.  
November, 1872 in 46 rounds, averaging 41.4.  
December, 852 in 21 rounds, averaging 40.2.  
January, 882 in 20 rounds, averaging 44.2.

PINEHAKA.  
November, 1872, in 46 rounds, averaging 40.32.  
December, 852 in 21 rounds, averaging 40.2.  
January, 813 in 20 rounds, averaging 40.65.  
Captain Fernandes bears the distinction of having made 47, the highest score during the shoot.

**At Ah Lo's.**  
Ah Lo, the prominent Chinese rice planter, gave his friends a rare treat in the way of a dinner yesterday in his place on the corner of Chaplain Lane and Nuuanu Avenue in celebration of Chinese New Year. The table in the back room was laden with all kinds of good things which the following named gentlemen were fortunate enough to enjoy: C. A. Spreckels, Samuel Parker, W. N. Armstrong, W. R. Castle, J. B. Castle, J. G. Spencer, W. F. Allen, Jos. Marsden, C. Bolte, H. Louisson, H. von Holt, Dr. H. V. Murray, M. D. Monsarrat, J. M. Monsarrat, H. Loe, C. G. Ballentine, Bruce Cartwright, C. von Hamm, E. B. Bathrop, Martin Smith Geo. Rodick, J. Humbert, T. P. Severin, Charles McCandless, R. W. Shingle and others.

**Arthur Harrison Gets It.**  
Yesterday afternoon Arthur Harrison was awarded the contract for building the big new central fire station. The contract was made out shortly after and signed. Work will begin at once.

Mr. Harrison's tender was \$27,350. Below him were F. H. Redwood, Fred Harrison, John F. Bowler and E. B. Thomas. The award was based upon the quality of stone to be used.

**Annexation Meeting Tonight.**  
This is the night of the monthly rally of the Annexation Club at the Drill Shed. A list of able speakers has been arranged, and the rally promised to be one of the most interesting of the series. The regular addresses will be delivered by Senator Cecil Brown, Hon. W. R. Castle, George A. Davis and Charles Creighton.

**A Challenge.**  
I hereby challenge Lieut. Chamberlain, the winner in the police shoot to a match for 50 rounds for a medal worth \$10 which I shall put up myself.  
CHAS. C. CONEY.  
Mounted Patrol.

Highest of all in Leavening Power.—Latest U. S. Gov't Report

**Royal Baking Powder**  
ABSOLUTELY PURE

(Continued on Fifth Page.)